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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for first grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizing skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE

THE BETTER SCHOOLS PROGRAM

It Works!

Tennessee Department of Education

TENNESSEE DEPARTMENT OF EDUCATION

1987 EDITION

CS211370

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LANGUAGE ARTS

CURRICULUM GUIDE

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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The Department of Education gratefully acknowledges the contributions of the numerous educators across the state of Tennessee whose dedication and tireless efforts made the Language Arts Curriculum Guide possible. Only through the efforts and skill of so many individuals working together unselfishly could this task have been completed.

We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers for the vital contributions they have made to the development of this guide. Additionally, the Department acknowledges the dedication to excellence of Donna Spalding, Faye Taylor, J B Whitman, Judith Morgan, Rebecca Woodcock, and Gwen Bailey and their assistants Ruth Wright, Kathy Todd and Pat Brenner for the many long, hard hours they invested in developing this guide.

FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
.04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

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LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 demonstrate skill in gross motor functioning.	Gross motor, large muscle, control is essential for proper physical development. Children develop efficient patterns of movement, leading to refined muscle coordination and fine motor skills. Gross motor skills include standing balanced and upright, walking, jumping, hopping, galloping, and skipping.	moving	A. Have students participate in a variety of team/individual games using gross motor skills.	P.E. 191C1	
		expressing, moving	B. Play a record which varies in rhythm and tempo. Have students use a variety of gross motor skills to express the varying moods of the music.	Mu. 181C1	
		moving	C. Use a developmental inventory to assess children's gross motor skills. Have students perform each activity individually.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131A1 00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1 02 demonstrate skill in fine motor functioning.	Fine motor skills require the efficient use of smaller muscles in coordination. Small muscles in the fingers, hands, and wrists need to be developed sufficiently before writing techniques can be taught. Fine motor skills are demonstrated through such activities as coloring, cutting, lacing, buttoning, zipping, and tracing.	manipulating, grasping	A. Have a center for self-help activities -- snapping, zipping, tying, and buttoning -- available to the students.	P.E. 191C1	
		manipulating	B. Activities using a combination of tracing, coloring, cutting and pasting may be used with the students on a regular basis as enrichment activities for instruction in other areas.		
1.03 demonstrate eye-hand coordination.	Eye-hand coordination enables a child to control hand movement by using cues or information acquired visually. Fine motor coordination is essential to the development of eye-hand coordination.	manipulating	A. Students should use materials from a manipulative center with some of the following items available: lacing cards, peg boards, puzzles, blocks, or play dough.	P.E. 191C1	
		manipulating	B. Students may participate in such simple games as ring toss, bean bag throws, clothespin drop, and toss and catch.	P.E. 191C1	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 demonstrate a dominant hand.	Hand dominance is a student's natural tendency to use one hand over the other. (Some students may still be ambidextrous.) Hand dominance may be identified by asking the student to demonstrate fine-motor coordination and then observing the preferred hand.	cutting, coloring	A. Have students color and cut by using the naturally preferred hand.		
		writing	B. Identify each child's dominant hand. Observe students' writing procedures. Reinforce the use of the dominant hand for writing.		
1.05 demonstrate visual discrimination skills.	Visual discrimination can be developed through visual-motor activities.	matching	A. Have students match pairs of objects represented on picture cards.		
		sorting	B. Have students sort shapes into appropriate groups, such as all circles together, all squares, etc.		
		matching	C. Have students match an object to its silhouette.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 demonstrate concepts of directionality.	Concepts of directionality include left-right, front-back, top-bottom, up-down, and in-out.	applying	A. Evaluate students' understanding of directionality by observing them as they participate in everyday classroom activities. Line up students using the front-back concept in relation to the line. Use a worksheet to show top of the paper and bottom of the paper. While doing a rhythm activity, use the body to show up and down. As the class goes to lunch or to another room, reinforce the concept of in-out. The concept of left-right can be evaluated by having students march to a cadence.	Mu. 181A1 P.E. 191D1	

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131A2.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
2.01 position paper properly for manuscript writing.	Correct positioning in handwriting addresses the handedness of the student, the angle at which the paper is placed, how the pencil is held, and the student's posture. Fine motor muscles must be sufficiently developed to hold a pencil or crayon properly. For manuscript writing, the paper should be straight for a right-handed student and slanted to the right for a left-handed student.	observing, comprehending, modeling	A. Provide the sudents with pictures of left-handed and right-handed students who have their papers correctly positioned for manuscript writing. Ask the class to note the change in the paper placements and to position their papers correctly for manuscript writing.		
		modeling	B. Have students position their papers correctly and comfortably on their desks. Mark the positions of the students' papers on the desks with masking tape to remind the students to position their papers correctly.		
2.02 hold a pencil correctly.	The student should hold the pencil in the preferred hand with a relaxed grip. The thumb should be alongside the pencil at least an inch from the point. The index finger should be on the top of the pencil and slightly lower than the thumb. The middle finger should be on the outside of the pencil, slightly lower than the index finger and slightly under the pencil. The last two fingers should be beside the pencil.	drawing, modeling	A. Use an overhead projector to demonstrate to students the proper way to hold a pencil. Have students follow the steps and demonstrate holding a pencil. Observe each student holding a pencil.		
		analyzing	B. Display a picture of a hand holding a pencil and a list of the steps to properly position the pencil. Point out to students the steps to be corrected, such as "John, look at step number one. How are you holding the pencil? Yes, you are gripping the pencil too close to the point."		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131A2.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
2.03 sit properly when writing.	The student should sit comfortably erect at a desk of the proper size, with both feet flat on the floor and with the elbows off the desk.	analyzing	A. Show pictures of students illustrating various writing positions. Have students identify what the student in each picture is doing correctly or incorrectly according to the rules for proper writing position.		
		analyzing	B. Have each student select a "buddy." The buddies will remind each other when they are not sitting properly for handwriting.		
2.04 follow a left to right sequence.	The concept of left-right is a prerequisite to left-to-right sequencing. Visual perception, especially visual memory, can be incorporated into sequencing activities.	observing	A. Have the students reproduce a sequential pattern of objects from a model, starting at the left and going to the right.		
		observing	B. Have the students trace paths of dots, dashes, footprints, etc., from left to right with their fingers and then with crayons.		
		recalling	C. Put various shapes on cards, including triangles, squares, circles, stars, and rectangles. Show students a pattern of three shapes for several seconds and have them reproduce that particular pattern from memory.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 demonstrate basic handwriting strokes.	Students should produce the basic strokes, including circles; curves; and vertical, horizontal, and slanted lines. Instruction should begin with the use of models and progress to independent production.	tracing	A. Using dotted or shaded models of basic strokes, have the students produce completed strokes by connecting dots or darkening shaded lines.		
		reproducing	B. Using a model on lined paper, have the students produce the basic strokes on lined paper.		
1.02 write upper-case and lower-case letters and numerals.	Grouping letters and numerals by a common criterion, such as similarity of basic strokes, is suggested.	tracing	A. Using dotted or shaded models of a letter or numeral, have the student complete the dots or darken the shaded area to make a complete letter or numeral.		
		reproducing	B. Have students use their fingers to form letters and numerals in a variety of substances, such as paint, shaving cream and sand.		
		reproducing	C. Have the students write letters or numerals from a model provided.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 print first and last name.	Students should write their names on lined paper using a combination of upper-case and lower-case letters.	tracing	A. Using lined paper, write the students' names in dotted configuration. Have students trace the dots tactilely and then with a pencil to form their names.		
		writing	B. Have students write their first and last names on all their materials and on their daily work.		
1.04 align manuscript letters correctly on lines.	Consistently aligning letters and numerals is one of the more difficult aspects of writing legibly at this level. Fine motor skills must be developed sufficiently before the student has the control necessary for accuracy.	tracing	A. Present a correct model of letters or numerals written on lined paper. Have the students trace over the model. Emphasize the proper alignment of each letter or numeral.		
		evaluating	B. Have the students write the letter or numeral being taught several times on lined paper. Have them circle the letter or numeral they consider to be the closest reproduction of the model.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 131B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 write sentences in manuscript.	The concept of spacing should be introduced with this objective. Proper spacing refers to a lower-case "o" between words and two lower case "os" between sentences.	copying	A. Give the students a model sentence on a handout. Have the students write the sentence in proper form on the lines provided on the handout.	L.A. 132C1	
		copying	B. As a class, develop a sentence about a picture. Write the sentence on the board, then have the students copy the sentence correctly.	L.A. 132C1	
		copying	C. Have the students copy a note of an assignment, such as: "Do page 57 in the math book. Write each number set."		
		copying	D. Have the students write a note concerning a P.T.A. meeting or other school function.	L.A. 132C1	
		copying	E. Copy each sentence of a language experience story on lined chart board. Have the students copy the story.	L.A. 132C1 L.A. 134B1	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize a complete sentence.	A sentence gives a complete idea and has two parts. The first part identifies the person, place or thing that is the focus of the action in the sentence. The second part tells what the person, place or thing does or is.	recognizing, listening	A. Have the students listen to a complete sentence. Discuss how the idea is fully expressed. Then have them listen to an incomplete sentence. Discuss what needs to be added to make a complete sentence.		
		discriminating	B. List a variety of complete and incomplete sentences on a chart or board. Have the students signal "thumbs up" if you read a complete sentence from this list, "thumbs down" if an incomplete sentence is read.		
1.02 recognize a telling sentence.	A telling sentence or statement gives information about something or someone.	recognizing	A. Develop an experience chart with students. When the chart is completed, reread each sentence. Point out to students that each sentence tells something about someone or something and ends with a period.	L.A. 132D1	
		comprehending	B. Using a basal text, have the students locate telling sentences and read them to the class.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 recognize an asking sentence.	An asking sentence, or question, inquires about something or someone.	verbalizing	A. Have the students participate in a group questioning session. Pair the students and have them ask each other questions about themselves, their friends, their pets, etc.		
		observing	B. Write examples of asking sentences on the board. Read them with the students.		
		recognizing	C. Have students find and read aloud the asking sentences from a page in the basal reader.		
1.04 identify the two parts of a sentence.	A sentence has two parts. The naming part names a person or thing. The telling part tells what the person or thing does.	matching	A. Have the students match cards; one card has the naming part of a sentence and one card has the telling part.		
		identifying	B. Give students several short sentences. Have them identify the naming part and the telling part of each sentence.		
1.05 arrange words in logical order to form sentences.	Words in a sentence must be in a meaningful order.	recognizing	A. Begin the class by saying your greeting or instructions out of order, such as "morning good," or "down sit, please." Use the introduction to show how the proper order of words conveys meaning.		
		identifying, sequencing	B. Place words which would make a sentence on cards. Have students work in pairs to sort the cards and place them in correct order.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 13281.00 To understand the use of some parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify naming words.	A naming word, or noun, refers to a person, place, thing or idea.	naming	A. As students name the objects in the room, make labels to place on the objects.	L.A. 137A1	
		naming	B. Make name tags for each person in the room.	L.A. 132C1	
		identifying, analyzing	C. Make a list of all the places the students might go on foot, in a car, or on the bus.		
		naming, synthesizing	D. Have the students draw a farm scene (or some other appropriate scene). Have them label persons, places, and things using a list of naming words.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132B1.00 To understand the use of some parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 recognize singular and plural forms of nouns.	A noun is singular if it names only one person, place or thing. A noun is plural if it names more than one person, place, or thing. Most nouns are made plural by adding "s" or "es."	recognizing	A. Have students look at a chart which lists the singular and plural forms of some commonly used nouns. Help students to recognize that the final "s" or "es" changes the word to mean more than one.	BSF Reading 12219 12222 L.A. 133D1	
		recognizing	B. On a handout, have the singular form and the plural form of several nouns. Have the students draw or paste pictures to represent each word in its singular or plural form.	BSF Reading 12219 12222 L.A. 133D1	
1.03 use verbs.	Verbs are words which show action, being or state of being.	dramatizing	A. Have students act out common verbs, such as "walk," "run," "hop," "climb," and "talk."	BSF Reading 12220	
		illustrating, verbalizing	B. Have the students draw pictures to illustrate a given list of verbs. Have students tell the group about the pictures they drew. Write their sentences on chart/chalkboard. Underline each verb.	BSF Reading 12220 12221	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132B1.00 To understand the use of some parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will;					
1.04 use present tense verbs.	Present tense verbs show action or being in present time. Students should recognize "is," "are," "have," and "has" as present tense verbs. Present tense is often signaled by the word "today." The inflectional ending "ing" is an indicator of present tense.	verbalizing, dramatizing	A. Have the students dramatize the action of various verbs. The student guessing the word must use it correctly in a sentence (run; She runs in place.)	BSF Reading 12221	
		questioning	B. Using the present tense of verbs have students answer questions. (Where do we eat lunch?)		
1.05 use past tense verbs.	Past tense verbs show action or being in the past. Many verbs form the past tense by adding "ed" to the base word. Students should recognize "was," "had," "saw," and "came" as past tense forms. Past tense is often signaled by the word "yesterday."	comprehending, verbalizing	A. Have the students tell something they do each day. (I walk to school.) Then have the students use a past tense form to tell what happened yesterday. (I walked to school yesterday.)	BSF Reading 12220	
		comprehending, discriminating	B. Have students choose words to complete sentences, using the key words "today" and "yesterday" to cue present or past tense.		
1.06 use future tense verbs.	Future tense verbs show action or being which has not yet happened. Future tense verbs need the helping words "shall" or "will." Future tense is often signaled by the word "tomorrow."	listening, observing, discussing	A. Have students plan an event which will take place the following day, such as a nature walk. Use an experience chart to record comments. Underline "will," "tomorrow," and phrases which signal future tense.		
		listening, verbalizing	B. Give students a list of sentence starters. (When I grow up...) Have students verbally complete the sentences.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132B1.00 To understand the use of some parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.07 use subject and verb agreement.	Subjects and verbs must agree in number as in "The boy has a coat." "The boys have coats."	associating	A. Give students singular and plural nouns. Have them state a sentence using each noun and an appropriate verb.		
		analyzing	B. Give students sentences with the verbs omitted. Have students read each sentence orally and fill in the blank with the appropriate verb form selected from two choices.		
1.08 use pronouns.	A pronoun is a word used to replace a noun. Pronouns to be used include: "I," "me," "he," "she," "it," "we," "they," "him," "her," "you," "us," and "them."	illustrating, describing	A. Have the students draw pictures of their best friends and fill in this sentence on the drawing: "This is my friend _____." Have the student tell the class three things about the friend, using complete sentences beginning with "he" or "she."		
		observing, describing	B. Have the students look at a variety of pictures showing a boy, a girl, a group or objects. Have them use complete sentences with appropriate pronouns to tell something about the pictures.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132B1.00 To understand the use of some parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.09 use possessive pronouns.	Possessive pronouns are words which replace possessive nouns and denote ownership. Possessive pronouns to be used include: "my," "his," "hers," "its," "mine," "our," "ours", "your," yours", "their" and "theirs." This objective should come after instruction on possessive nouns. (BSF Reading 12226)	listening	A. Use a possessive noun in a sentence and have a student repeat the sentence substituting a possessive pronoun.	BSF Reading 12226	
		listening, observing, describing	B. Select a student to be "It." Tell the student the name of a mystery person. "It" must give three clues to the person's identity, such as "His hair is blond." "He is my best friend." "He is in our class." Write the clues on chart paper and underline the possessive pronouns. Have students read the sentences and guess the name of the mystery person.		
1.10 use adjectives.	An adjective is a describing word that tells about a person, place or thing. Words that tell "which one," "how many," "what kind," and "to what extent" are adjectives, as well as words that refer to color, size, shape, and number. Adjectives which tell "to what extent" are comparative adjectives. Students should be able to use such adjectives as" larger" and "smaller" and to demonstrate an understanding of their meanings.	discussing, describing	A. Have the students use only adjectives to give clues to an object's identity.		
		describing, illustrating	B. Give the students a list of nouns. Have them use an adjective to tell about each noun. Illustrate each noun/adjective pair.		
		describing, verbalizing	C. Show two objects. Have students compare the objects orally using selected comparative adjectives. Then, have the students compare two new objects selecting their own adjectives.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132B1.00 To understand the use of some parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.11 use adverbs.	Words that tell "when," "where," "how," and "how much" are adverbs.	verbalizing	A. Ask students questions which require the use of adverbs or adverbial phrases, such as "When did we read 'The Three Bears"?		
1.12 use conjunctions.	A conjunction is a word that joins two related words, phrases or sentences. Students should use the conjunctions "and", "but," and "because" in oral language before other conjunctions are introduced. The conjunctions "until," "unless," "if," and "or" should be introduced when students are able to orally combine sentences using the first three.	dramatizing, observing, listening	A. Write pairs of related sentences on the board. Read each pair of sentences to the students. Demonstrate how the sentences can be joined with a conjunction. Have students dramatize each new sentence formed.		
		analyzing, listening	B. Give each of two students a sentence strip containing a simple sentence. Have the other students select from a conjunction list the word or words that could logically join the two sentences.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 capitalize the first word in a sentence.	Students should learn to capitalize the first word in a sentence when they begin to write sentences.	recognizing	A. Give the students examples of telling sentences and asking sentences. Have them circle the first letter of each sentence, emphasizing that it is a capital letter.	L.A.131B1	
		recognizing	B. Have the students copy a story from a chart or the board. Emphasize that the first letter of each sentence should be capitalized	L.A. 131B1 L.A. 134B1	
		composing	C. Have students write simple sentences and capitalize the first letter.	L.A. 134B1	
1.02 capitalize the pronoun "I".	The pronoun "I" is always capitalized.	recognizing	A. Have students read a story written in first person singular. Have them put their fingers on the word "I" each time it appears. Ask "Is the letter a capital letter?"		
		composing	B. Have each student write three sentences containing "I." Emphasize that "I" is always written with a capital letter.	L.A. 134B1	
1.03 capitalize proper nouns.	Proper nouns include names of people and their titles, names of days and months, and names of cities, states, towns and countries. These nouns should be capitalized.	labeling	A. Have the children collect pictures of their families (including pets). Make a poster showing the pictures labeled with names capitalized correctly.		
		recognizing	B. Give the students a few sentences that include proper nouns. Have them circle all proper nouns.	L.A. 132B1	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 132D1.00 To understand the role of punctuation in written communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use periods.	A period is used at the end of a telling sentence.	recognizing	A. Read a series of telling sentences written on a chart without periods. As you come to the end of each sentence, have the students signal when a period should be used.	L.A. 132A1	
		composing	B. Have the students write three telling sentences about their recess. Have them use periods appropriately.		
1.02 use question marks.	An asking sentence ends with a question mark.	illustrating	A. Give the students several asking sentences. Have them write a question mark at the end and illustrate a possible answer.	L.A. 132A1	
		analyzing, listening, questioning	B. Have the students listen to a short explanation of a field trip they will make. Have each student develop one question to ask in connection with the trip. Write the sentences on a chart and underline the question mark.	L.A. 135A1	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify and name letters of the alphabet.	Students should be able to say, not sing, the alphabet from memory and identify each letter in print.	identifying	A. Have students say the name for each letter as the teacher points to it on a chart.		
		recalling, sequencing	B. Have students say the letters of the alphabet in sequence from memory.		
1.02 produce the sounds associated with each consonant letter.	Kindergarten Instructional Objective 033A4.01 -- "The learner will recognize consonant sounds" -- should be reinforced before introducing this objective.	identifying	A. After the students can recognize the sounds associated with the consonant letters, show students a letter and have them say the sound(s) the letter represents.	BSF Reading 12206 12207	
		identifying	B. Show students pictures of objects and the words which name the objects, omitting the initial consonant in each word. Have students supply the missing letter.	BSF Reading 12206	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 identify consonant blends.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Examples are: bl, cl, dl, fl, gl, sl, br, cr, dr, gr, pr, tr, sc, sk, sm, sn, sp, st, scr, and spr.	analyzing, listening	A. Give students a consonant blend such as "tr" and a word such as "train." Have them say /tr/ and instruct them to listen for the two consonant sounds /t/ and /r/. Now have them say the word "train" in the same manner.	BSF Reading 12213, 12214	
		recognizing	B. Give students several words which include "tr" in the initial position. Have students underline the consonant blend.		
		identifying, associating	C. Make a chart for each consonant blend. Have the students say the sound of the blend as they point out pictures of objects on the chart whose names begin with that consonant blend.		

SUBJECT AREA: Writing

GOAL 1000: Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133A1.0 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILL	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 identify long vowel sounds.	The vowel letters a, e, i, o, and u. The letter "[illegible]" represents a long vowel sound such as in "sky." When teaching the vowels, introduce the concept that the long vowel sound is the same as the name of the letter that represents the sound. Using familiar sight word referents, introduce the long vowels one at a time. Most words (with long vowels) in the beginning reader's vocabulary are one-syllable and the long vowel is followed by a silent "e." The rule should be taught only in words or syllables with two vowels, one of which is a final "e" (the "e" is usually silent and the first vowel is long (CVCE). The generalization concerning the "open syllable" should be taught: when a word or syllable contains only one vowel and ends with that vowel, the vowel is usually long.	recognizing, listening discriminating decoding	A. Show students pictures of objects whose names begin with a long vowel sound. Have students repeat the names and listen for the long vowel sound. (Teach each vowel independently.) B. Show students several objects. Have the students select the objects whose names contain a designated vowel sound. C. Give students several words beginning with long vowel sounds. Have students decode the words.	BSF Reading 12216	

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LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 identify short vowel sounds.	The short vowels may be in the initial, medial or final position.	recognizing	A. Give students pictures of objects whose names have /a/ in the beginning or medial positions. Tell students that each of these words uses "a" for /a/. Underneath each picture, write the name of the object, omitting the letter "a." Have students write the missing letter. Say the name of each object as a class, emphasizing the /a/ sound.	BSF Reading 12215	
		discriminating	B. Give students a short vowel sound such as /a/ and several pictures of common objects beginning with /a/. Also have a picture of one object that does not begin with /a/. Have students listen as you say the names of the objects and draw a line under the objects that begin with /a/.	BSF Reading 12215	
		decoding, applying	C. Give students several simple words containing /a/. Have the students decode the words and find a picture in a magazine to represent each word.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.06 identify vowel digraphs.	Vowel digraphs are two adjacent vowels. One of the adjacent vowels receives the long sound while the other vowel is silent. Examples are: ai, ay, ea, ee, and ei. Many rules that apply to digraphs should not be taught as they hold true less than half the time; for example, "when two vowels go walking, the first one does the talking."	recognizing	A. Show students a vowel digraph such as "ay." Discuss with them the "a" sound "ay" makes. Now give them several words which include "ay," such as "play," "day," "hay" and "tray." Have students underline the vowel digraph in each word. Instruct students to say each word and listen for the "a" sound.	BSF Reading 12217	
		recalling, decoding	B. Have students decode new words containing "ay."		
1.07 identify vowel diphthongs.	A vowel diphthong is a two-letter vowel combination having a unique sound.	recognizing	A. Give students a vowel diphthong such as "oy." Identify the sound "oy" represents. Now give them several words which include "oy," such as "toy," "boy," and "joy." Have students underline the vowel diphthong in each word. Instruct students to say each word and listen for the /oy/ sound.		
		discriminating	B. Have students take turns suggesting other words that have the same diphthong sound as an example word.		
		recalling, decoding	C. Have students decode new words containing vowel diphthongs.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133B1.00 To understand and spell appropriate grade level words correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell first grade level words.	First grade students should learn to spell vocabulary words which they will use to write original compositions.	reading, recalling, writing	A. Select spelling words from various sources including basal texts, word lists and other content areas. Give students weekly spelling tests.		
		writing, comprehending, recalling	B. Have students fill in the blanks in sentences with words from the spelling list. Have students write the words as the teacher dictates them.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use a study step plan to spell words.	Study step plans vary, but a good study step plan is useful for visual, auditory, or tactile learners. Some students may use a combination of several of the sensory learning styles. Students should become aware of the methods that work best for them. Some students will reach this level of awareness early in their school programs while others take a longer time to realize how they learn best. The study step method in the student's basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study step plan is recommended over another but that a plan for learning is important.	applying	A. Display the steps below on a bulletin board. When a new word is introduced, go through the steps with students and apply them to learning the new word. 1. Look at the word. 2. Pronounce the word. 3. Say the letters in the order they occur. 4. Repeat the letters in sequence with the eyes closed. 5. Write the word without looking at it. 6. Check the word for correct spelling.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 133D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 form plural nouns.	A naming word, or noun, refers to a person, place or thing. Most nouns form their plurals by adding "s." Other plural nouns are often formed by adding "es." This should be taught after the concept of identifying plural nouns by the added "s."	writing, illustrating	A. Give students several familiar nouns and tell them to add "s" to these nouns. Have students then draw pictures which represent the words. For example, "boy + s = boys." They would draw a picture of one boy + s = a picture of two boys. Have students circle the word endings.	BSF Reading 12219, 12222 L.A. 132B1	
	Many nouns are included in sight word lists.	writing	B. Give students sentences which require a plural noun to be complete. Have students write the words to complete the sentences. For example, "Tom and Bill are two _____ in our room."	BSF Reading 12219, 12222 L.A. 132B1	

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 134A1 00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 match sentence stems with their endings	Sentences must not only contain the two essential parts, but they must make sense or relate logical information in a comprehensible manner.	reading, comprehending	A. Give students the beginning of a sentence. The portion may contain only a subject or it may contain a simple subject and predicate. Have students suggest endings for each beginning.		
		reading, matching	B. Have students match sentence beginnings with the endings which best complete them. For example, The dog ran — ball in the park. Dan played — soup for lunch. I ate — jumped rope in the yard. The little girl — after the cat.		

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LANGAUGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 134B1.00 To understand story and paragraph organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write a group story.	A group story is a story dictated by the students as a group. The teacher records the students' input. The topic can be any happening, observation, or summary of information pertaining to the class. Group stories should be written daily.	synthesizing	A. Have the students dictate a group story to the teacher and create an appropriate title. Suggestions for extending this activity would include illustrating, dramatizing, or putting the story in book form.	L.A 131B1	
1.02 retell a story.	When a story is retold, all events need to be in the order in which they occurred in the original version. Use of complete sentences is required.	recalling, verbalizing	A. Tell a simple version of a familiar story. Have the students retell the story a sentence at a time as you record the sentences on a chart or on the board. Read the story aloud to make sure the story is in the proper order.	L.A. 135A1	
		recalling, illustrating	B. Have students draw three pictures to illustrate a familiar story. Have them tell about the story, using the pictures in proper order.	L.A. 135A1 BSF Reading 12133 12134	
1.03 create a title for a story.	Students should recognize that the title is an important part of the story. The title gives a clue to the content of the story.	discussing, discriminating	A. Have students write titles for group stories. Have students discuss the best titles and why they are best.	BSF Reading 12139, 12141,12142	
		discriminating	B. Show students a simple story and discuss with them an appropriate title. Give the students three choices and have them pick the title that best describes the story.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 13481.00 To understand story and paragraph organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 dictate an original story.	When taking dictation from a student, the teacher should record the story just as the student presents it. Editing for grammar, sentence structure, and sequence should be done separately. The teacher should receive a child's writing with respect and enthusiasm.	verbalizing, creating	A. As an extension of show and tell, have the student dictate a short paragraph (story) concerning the object used for the language activity to an aide, volunteer or older student.		
		verbalizing, creating	B. Have students pick a superhero or cartoon character and dictate a brief adventure story about the character.		
1.05 write a story.	This is a culminating objective using all preceding objectives as prerequisites. Stories may initially consist of only two lines, and may be expanded as students become more competent.	synthesizing	A. Provide students with art paper and let them make "thumbkin pets" on the paper by enhancing a thumbprint. Let them decorate the pictures. Instruct them to write a short story about their pets and how they care for them.		
		synthesizing	B. Have the students pretend their desks are cars. Tell them to write a story about the places to which they would drive.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 134C1.00 To understand the elements of style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize rhyming words in a poem.	Rhyming words for first graders will be groups of words in which the only sound that differs will be the initial sound.	demonstrating, applying	A. Using a record of nursery rhymes, have the children recite familiar rhymes. Give students a handout pertinent to the specific rhyme. For example, for "Jack and Jill" the handout might be a bucket in which to place picture pairs that rhyme, such as "Jill-hill" and "down-crown."		
1.02 complete rhymes.	Rhyming words are those in which only the initial consonant sound is different. Before the teacher has the students compose original rhymes, many experiences with familiar rhymes should be provided.	listening, recalling	A. Give students a rhyme in which one of the rhyming words is missing. Have students supply the missing rhyming word.		
		synthesizing	B. Have students think of two words that rhyme. Using those two words, write a rhyme with the students. Compile these as a class book. Give each student a copy of the book and have them decorate the covers.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written composition

STRAND: Composition

TERMINAL OBJECTIVE: 134D1.00 To understand the relationship of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis of this objective is on the prewriting stage of composition. Students should be encouraged to brainstorm, imagine, question, and talk with others to develop ideas. The prewriting level concentrates more on oral communication than on written communication. The ideas generated can be included in a group activity.	synthesizing, verbalizing	A. Give students a topic to brainstorm. Have students brainstorm as a group. Use students' ideas in a group story.	L.A. 135B1	
		synthesizing, verbalizing	B. Have students have an imaginary experience. Tell them: "Close your eyes and imagine that you see a space ship land. Out of the spaceship comes a cute little creature holding a present. It is for you. You open the present and look inside. Now thank the creature and wave goodbye." Have students discuss what they saw with one another. Have them draw a picture of the imaginary experience, including the gift they received.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 134E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 locate the parts of a friendly letter.	At this grade level a model is required to introduce the parts of a friendly letter, including the date, the greeting, the body, and the closing in the correct places.	observing, labeling	A. Give students a form of a friendly letter. As you call out the parts of a friendly letter, have students point to those parts.		
1.02 reproduce an addressed envelope.	The teacher should use the standard form for an addressed envelope. At this level the receiver's name and address are emphasized. Return address and appropriate postage should be mentioned.	observing	A. Make an oversized, appropriately addressed envelope with the students as you discuss correct form.		
		writing	B. Give the students a legal-sized envelope lined appropriately. Also give students a copy of their names, addresses, and zip codes in proper form. Have students address the envelope using the model.		
1.03 complete a thank you note.	A thank you note differs from a friendly letter in that it is shorter and it specifically thanks someone. Students need to be aware of the elements of a thank you note, which include to whom the note is written, the thank you message, and who sent the note.	observing	A. Show students a model of a thank you note and discuss with them the elements and purpose of a thank you note		
		writing	B. Give students a formal thank you note in which pertinent information has been omitted. Also give students grade-level vocabulary words that could appropriately fill in the blank spaces. Have students complete the thank you note using this information.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Writing

GOAL: 13000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 134F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 proofread for errors.	The emphasis of this objective is to make students aware that proofreading for errors in spelling is an important part of the spelling process.	discriminating	A. Give students a model of a sentence written correctly and the same sentence with one word spelled incorrectly. Have students find the error and correct it.		
		discriminating	B. Have students dictate spelling words to each other and check their spelling texts to detect errors.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 make and describe observations.	An observation differs from a casual look at something. The observer notes specific information concerning the object or event being studied. Information should be gathered by using all senses: sight, hearing, smell, touch, and taste. In making observations, only information obtained through the senses is important.	investigating	A. Have students take a walk and observe a specific thing, such as: 1. buds in spring 2. flowers in summer 3. red leaves in fall 4. birds in winter Tell the students that good observers tell just what they see, hear, smell, touch, or taste. Ask students to describe what they observed.	Sc. 052H1	
		investigating	B. Have students plant seeds and make observations of the growth process.	Sc. 052F1	
		investigating	C. Have students observe the clouds for changes in shape and color. Ask students to describe their observations.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1 00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 ask questions.	Students express their natural curiosity about the world by asking questions. Instruction should focus on helping the students formulate questions that are clear and complete and that precisely address their concerns. Once a question has been asked, an attempt should be made to find an answer to the question.	analyzing, probing, discussing, describing	A. Have students bring a picture of someone or something from home. Have them break into groups and ask each other "who," "what," "when," "where," "how," and "why" questions about the picture.	L.A. 132D1	
		discussing, listening, relating	B. Ask someone from the school or community to do a demonstration for the class. Have students prepare questions in advance, then encourage them to ask the questions after the presentation.		
		relating, identifying, distinguishing, sorting	C. Show students a list of words (which can be spelling words or words relating to a specific topic) and pictures representing the words. Let students play "20 Questions," allowing one student to pick an object. The other students ask "yes-no" questions about the object until they have enough information to guess the object.		

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SUBJECT AREA: Thinking and Expression

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STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 compare and contrast.	In order to compare or contrast, students must be able to determine the primary characteristics of two people, objects, or events and determine if those characteristics make the things alike or different. Students should be able to use antonyms when contrasting opposite characteristics. They should also use comparative and superlative adjectives to verbalize more subtle differences.	analyzing	A. Show students two objects and ask them how the two things are alike. The objects should have more than one trait in common Ask the students to describe how the objects are different.		
		analyzing	B. Show students two pictures in which there is an obvious change. For example, "Here are two pictures of Big Bird. Can you compare and contrast them?" Encourage them to discuss similarities and differences.		
		analyzing	C. Have two students play or listen to recordings of musical instruments such as flutes, one played softly and the other loudly. Now have students compare and contrast the sounds. This activity can be modified by using comparisons and contrasts of high and low notes.	Mu. 181C1,181C3	
			D. Show students objects having opposite characteristics. Ask them to verbalize the differences in the objects.		

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INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 classify.	To classify objects a student first should be able to identify basic characteristics of the objects. The student must be able then to determine if those characteristics are alike or different. The student should be able to group those things that have like characteristics. After students have had experiences classifying objects, they should classify words which name objects.	analyzing, sorting	A. Give students several household or classroom objects and ask them to group the objects that are soft or hard; 'big or small.		
		analyzing, comparing, sorting	B. Give students pictures of summer and winter clothing. Have them group the pictures according to "clothes I wear in the summer;" "clothes I wear in the winter."		
		analyzing, discriminating	C. Give students words which name toys. Have students group the words in ways such as the following: toys that bounce; toys that don't bounce.		
1.05 put things in sequential order.	Sequence refers to the logical order of events or the ordering of objects based upon a predetermined characteristic, such as size.	analyzing, ordering	A. Give students three pictures which depict a process such as baking a cake. Have students put the pictures in sequential order.	L.A. 136B1 BSF Reading 12133, 12134	
		analyzing, ordering	B. Show the class a sandwich. Tell them that the class is now going to make a sandwich exactly like the one they see. (Have ingredients available.) Have students tell you, in order, the steps to follow to make the sandwich. Follow their directions exactly as stated; tell them they must be very specific about what you should do and in what order you should do it.		

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SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.06 make inferences.	Making inferences involves identifying a thing or event without being told directly of its existence. Students should be led to make inferences in a controlled, structured way, using background information with which they are familiar.	listening, analyzing, associating	A. Play "Guess Who." Give students clues to naming an animal or an object. "I am gold. I swim in a bowl of water. I am a pet you can keep in your room. Who am I?"		
		reading, analyzing	B. Have students read an excerpt from a story that is not more than one paragraph in length. Ask them a factual question and then ask them a question in which the answer must be inferred from the information given.	BSF Reading 12136, 12151	
1.07 use inductive thinking to draw a conclusion or make a generalization.	Children use inductive thinking when they draw conclusions or make generalizations. Students must understand the pieces of information from which they will make the projection. They must know how to derive meaning from the given information and associate known facts about a situation with previous experiences.	observing, drawing conclusions	A. Show students several pictures. Ask them a question about each picture from which they will have to form a conclusion. For example, show them a picture of a summer picnic in the park and ask them what time of year is shown.	BSF Reading 12153	
		recalling, making generalizations, associating	B. Ask students what happens to their hands after they do such things as paint or play with clay. Then ask them what rule they can make about what they should do after such activities.		

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SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.08 determine the cause or effect of an action	Students at this level have a sense that certain actions could lead to a consequence or that certain consequences happened because of an action.	observing, analyzing, verbalizing	A. Have students observe ice melting over a flame. Ask them to tell why the ice melted. Put water into a freezer and show students the results. Ask them to tell why the water changed into ice. Have students discuss what caused the water to change forms.	Sc. 151D2, BSF Reading 12156	
		analyzing, verbalizing	B. Show students pictures of situations that show the effect of an action. Have students tell the cause.		
1.09 predict an outcome	At this level, the emphasis is on developing an ability to anticipate or speculate on what may occur. In developing this skill, the student begins with a situation and projects what may occur.	listening, recalling	A. Discuss with students a classroom situation, such as pushing in line. Have students give the possible outcomes of this action.		
		analyzing, problem solving	B. Read a familiar story, such as "Snow White and the Seven Dwarfs." Stop at an important event and have the students predict what will happen next.	L.A. 136B1	

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SUBJECT AREA: Thinking and Expression

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STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will					
1.10 make a judgment.	In the final stage of an investigative process, the student draws conclusions and makes judgments which reflect the student's values and opinions. Judgments may be used to continue the investigation or for future reference. First grade students can make simple judgments about events in which they are involved and apply those judgments to their lives.	analyzing, evaluating	A. Have a tasting party. Let students taste the foods. Ask questions that will help them analyze their feelings about the foods, such as "Did you like this food? Will you eat it again? Why or why not?"		
1.11 solve a problem.	Problem solving involves identifying the problem, identifying the cause of the problem, identifying possible solutions, considering the effect of each possible solution, selecting a solution, and implementing the solution.	applying	A. Give students a problem they may have in daily life. The class should brainstorm how the problem can be solved and the consequences of each solution. Have students select the best solution after considering the alternatives.		
		applying	B. Give students a hypothetical situation, such as "Mary lost her lunch money on the way to school." Ask students to brainstorm ways for Mary to handle this situation.		

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SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 brainstorm ideas.	Students should be encouraged to carefully consider a topic or problem and generate as many responses as possible.	verbalizing	A. Ask students a question, such as "How could we use this brick in our classroom?" Wait three to five seconds and list as many responses as possible.		
		verbalizing	B. After reading a story, ask questions which have more than one answer. Provide sufficient thinking time. Allow responses until all possibilities have been exhausted.		
1.02 create an original idea and elaborate on it.	Students should be encouraged to share their opinions, suggestions, and responses without fear of being wrong. Ample opportunities should be provided during the day for students to receive reinforcement for creative thinking and responding.	creating, illustrating, verbalizing	A. Have each student select a use for the brick in Activity A above and draw a picture to illustrate the use. Ask students to share their work and describe how the object is used.		
		verbalizing	B. Ask students questions such as "What do you think about . . .?" Reinforce verbalization rather than "correct" answers.		
		creating, verbalizing, comprehending	C. Have students discuss a familiar story or fairy tale with the class. Have students change the setting of the story and elaborate to show how the story would change. This can be a group project.		
		creating, verbalizing, comprehending	D. Using the story in Activity C, have each student tell what he/she would have done if he/she had been a specific character in the story.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 136A1.00 To understand the relationship of listening skills to processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize the purposes for listening.	We listen to learn about new things, to learn the way to do something, and to understand others' opinions or ideas.	discussing, relating	A. Discuss with the class the different people to whom they listen every day. Have the students tell why they listen to each of the people identified.	S.S. 143C3	
		recognizing	B. Before reading a story, give students a purpose for listening, such as "Listen to find out why the children are so happy."		
1.02 listen attentively.	The student needs to direct attention to what is being said or discussed to comprehend and to learn. Attentiveness requires looking at the speaker, sitting quietly, disregarding distractions, and thinking about what the speaker is saying.	observing	A. Role play an attentive student in given situations for the classroom.	S.S. 143C3	
		identifying	B. Have students as a group construct a "good listeners" chart identifying suggestions for good listening skills.		

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SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 136A1.00 To understand the relationship of listening skills to processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will.					
1.03 listen to follow directions.	Students should be able to follow one-step and two-step directions given orally.	listening, recalling	A. Have students accomplish one step directions such as "place your pencil on your desk," "raise your hand before speaking," and "do not open your book."	S.S. 143C3	
		listening, recalling	B. Have students draw a simple picture in two steps by listening to directions.		
1.04 listen to answer question.	Listening for details enables the student to answer questions effectively. Listening for words or phrases which serve as clues is helpful in identifying answers to questions.	recalling, illustrating	A. Before reading a short selection to the class, tell students to listen for a specific detail. Then, after reading, have each student draw the answer or detail.	BSF Reading 12136 S.S. 143C3	
		recalling	B. Have a sheet of pictures illustrating items in a story. Have students listen to the story, then circle all the items referred to in the selection.		
		recalling	C. Pose a question before reading a story. Give students words or phrases that will "clue" the correct answer. Have students signal when they hear the clue. For example, ask "What color was the basket?" Then say, "Listen for the words, 'She put the eggs in the ____ basket.' Raise your hand when you hear this sentence."		

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LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 136B1.00 To develop critical thinking skills through listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 listen for sequence.	Sequence, or story order, consists of the arrangement of events in a selection. Sequence is often indicated by words such as "first," "last," "next," and "then."	recalling	A. Have each student look at a set of three cards as you tell a simple story. After the students have listened to the story, have them place the cards in correct order.	L.A. 135A1 BSF Reading 12133	
		recalling, illustrating	B. Have the students listen to a simple story. Then have them draw three pictures showing the order of events in the story.	BSF Reading 12134	
1.02 listen to predict an event or outcome.	Prediction involves answering "what if" or "what will happen next" questions by using prior knowledge and logical thinking based upon what has occurred previously.	verbalizing	A. Read a story or poem with a set pattern. At an appropriate point, stop to ask students what they think will happen next.	L.A. 135A1	
		creating	B. Read a familiar story to the students. Stop before the climax and suggest a detail that could cause the story to have a different ending. Let students take turns creating new endings.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 136C1 00 To develop an appreciation of literature through listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 listen to appreciate literature.	Students should be exposed to various types of good children's literature, both poetry and prose, for recognition and enjoyment. Children of this age enjoy short stories with colorful pictures. Other types of children's literature include nursery rhymes, finger plays, fairy tales, folk tales, picture books, tapes, films, filmstrips, records and stories told by storytellers.	reading	A. Plan to read or play tapes of at least one Newbery Award winner each week.	BSF Reading 12401	
		listening	B. Invite parents, grandparents or other community volunteers to dress as characters and read stories to students.	BSF Reading 12401	
		listening	C. Have a night each week when parents can check out books for their children. Ask parents to read to students every day.	BSF Reading 12401	
1.02 recognize rhyme, rhythm, repetition, humor, and make-believe in literature.	Selections should offer obvious examples of the elements to be demonstrated. Rhyme refers to the occurrence of similar sounds in a selection. Repetition refers to the same word or phrase recurring several times in a selection. Humor refers to happenings, phrasing or characterization which the reader considers funny. Make-believe refers to set, plot, characters, or actions which could not exist in real life.	listening	A. Read a selection of humorous poetry such as "There Once Was A Puffin." Have students sway to the rhythm of the poem. Show a picture of a real puffin and point out the humor and make-believe in the poem.		
		recalling	B. Read a story with a section which is repeated often. Have students say the part that is repeated when signaled by the teacher.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 137A1.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 name common objects	Vocabulary should include words for classroom objects, personal items, colors, shapes, quantities and positions.	labeling	A. Have students use labels to identify objects in the classroom. As students label the object, have them tell the name and give a brief qualifying sentence about the object such as "table; We use the round table by the window."	L. A. 132B1	
		listening, verbalizing	B. Have students pick animals they would like to be and give clues about the animals they have chosen, such as "I am brown, I have claws, and I like honey." Have the other students attempt to guess the animal.		
1.02 use contextual clues to identify vocabulary	Vocabulary used in context should be familiar to the students or easily decodable.	recognizing, identifying	A. Have students orally complete sentences with words that make sense from the context of the sentence, such as "We rode in a _____ to the zoo." (car, can, cake)	BSF Reading 12127	

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SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 137B1.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 speak clearly, properly and politely.	Speaking clearly and properly is a practiced skill. It should be encouraged with suggestions to stand properly, look at the person or group to whom you are speaking and to speak in a normal voice rather than whispering or shouting.	recognizing, applying	A. Have students identify pictures of students using correct speaking procedures. Then have each student give information about him/herself using these suggestions.	S.S. 144F1, 144G4	
		applying	B. Have the students role play situations requiring polite and proper expressions.		
1.02 relate information orally.	Information to be related orally should include personal information and experiences. Students should be able to hold conversations in which they make announcements or give explanations.	naming, applying	A. Have the students play a circle game to relate personal information such as full name, address, telephone number, name of family members or name of school.	S.S. 144G4	
		applying	B. After reading a story or poem, ask students to relate a similar experience.		
1.03 recite selected pieces from children's literature.	Pieces to be recited may be chosen from finger plays, nursery rhymes, poems, songs or stories.	memorizing	A. Read a short selection to the students. Have them repeat the selection several times as a group. Then have students repeat the selection individually from memory.		
		memorizing	B. Have students talk or sing along with a record. Then have students perform without the record.		

LANGUAGE ARTS - GRADE 1

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 137C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 express ideas and feelings through body movement.	Young children are often able to express themselves non-verbally before they can put their thoughts into words. Dramatization (role-playing) and pantomiming are two ways children can act out ideas and feelings. Oral language may or may not be included as a means of expression.	role-playing, pantomiming	A. Use simple props in the classroom and let children act out familiar stories.		
		synthesizing	B. Play "Name That Feeling." Give each student a feeling or emotion to act out. Students may give clues by acting out the cause of the feeling, for example, they could fall down and cry to dramatize, "I feel hurt."		
1.02 express ideas and feelings orally.	Ideas and feelings may be expressed in group discussions, through role play or dramatization, and by using puppets and magnet/flannel boards to stimulate oral presentation.	verbalizing	A. Lead students in a group discussion to plan an upcoming event such as a class party. Brainstorm ideas for the party.	He. 161F2 S.S. 144G4, 144J2	
		verbalizing	B. Working as partners, have students role play different situations or conversations, such as talking on the bus the first day of school, discussing what they would do with their own robot, etc.		
1.03 use the telephone.	Using the telephone should be an extended oral communication skill, incorporating clarity, complete sentence usage and courtesy.	verbalizing	A. Have each student practice telephone courtesy using an activity center with a tape recorder for immediate feedback.	S.S. 144J2	
		verbalizing	B. Have each student place a telephone call using telephone skills.		